

MARY H WRIGHT ELEMENTARY

457 South Church Street
Spartanburg, SC 29306

GRADES PK-6 Elementary School

ENROLLMENT 246 Students

PRINCIPAL Patricia Paul 864-594-4477

SUPERINTENDENT Dr. J. Lynn Batten 864-594-4400

BOARD CHAIR David W. Cecil, II 864-594-4400

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	10	53	47	3

IMPROVEMENT RATING:

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Average	N/A
2003	Average	Excellent	No
2004	Average	Excellent	No

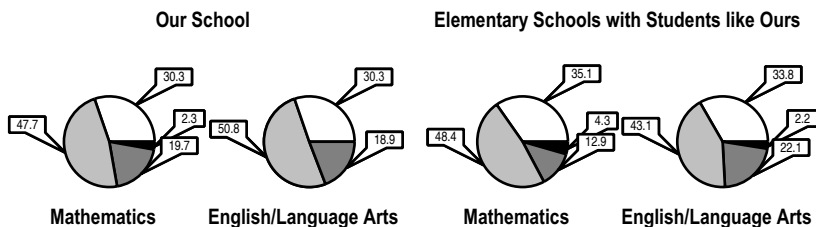
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	147	100.0	30.3	50.8	18.9	0.0	31.1	Yes	Yes
Gender									
Male	77	100.0	39.4	47.0	13.6	0.0	22.7		
Female	70	100.0	21.2	54.5	24.2	0.0	39.4		
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	136	100.0	32.0	51.2	16.8	0.0	29.6	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	112	100.0	20.2	56.6	23.2	0.0	38.4		
Disabled	35	100.0	60.6	33.3	6.1	0.0	9.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	147	100.0	30.3	50.8	18.9	0.0	31.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	147	100.0	30.3	50.8	18.9	0.0	31.1		
Socio-Economic Status									
Subsidized meals	144	100.0	29.5	51.2	19.4	0.0	31.8	Yes	Yes
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	147	100.0	30.3	47.7	19.7	2.3	32.6	Yes	Yes
Gender									
Male	77	100.0	36.4	48.5	12.1	3.0	22.7		
Female	70	100.0	24.2	47.0	27.3	1.5	42.4		
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	136	100.0	30.4	49.6	18.4	1.6	31.2	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	112	100.0	18.2	54.5	24.2	3.0	39.4		
Disabled	35	100.0	66.7	27.3	6.1	0.0	12.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	147	100.0	30.3	47.7	19.7	2.3	32.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	147	100.0	30.3	47.7	19.7	2.3	32.6		
Socio-Economic Status									
Subsidized meals	144	100.0	31.0	46.5	20.2	2.3	33.3	Yes	Yes
Full-pay meals	3	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	38	100.0	28.6	57.1	14.3	N/A	14.3
	Grade 4	47	100.0	21.4	64.3	11.9	2.4	14.3
	Grade 5	46	100.0	51.3	41.0	7.7	N/A	7.7
	Grade 6	48	100.0	43.2	43.2	13.6	N/A	13.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	28	100.0	32.1	32.1	35.7	N/A	35.7
	Grade 4	33	100.0	23.3	63.3	13.3	N/A	13.3
	Grade 5	39	100.0	29.7	67.6	2.7	N/A	2.7
	Grade 6	48	100.0	35.6	42.2	22.2	N/A	22.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	38	100.0	45.7	45.7	2.9	5.7	8.6
	Grade 4	47	100.0	33.3	57.1	9.5	N/A	9.5
	Grade 5	46	100.0	30.8	59.0	7.7	2.6	10.3
	Grade 6	48	100.0	43.2	43.2	13.6	N/A	13.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	28	100.0	28.6	39.3	28.6	3.6	32.1
	Grade 4	33	100.0	33.3	46.7	16.7	3.3	20.0
	Grade 5	39	100.0	37.8	54.1	8.1	N/A	8.1
	Grade 6	48	100.0	20.0	55.6	22.2	2.2	24.4
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 246)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.0%	Down from 2.5%	3.6%	2.7%
Attendance rate	94.7%	Up from 94.6%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.6%		6.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	12.2%		5.6%	3.5%
Eligible for gifted and talented	2.7%	No change	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.2%	Up from 14.2%	8.0%	8.2%
Older than usual for grade	0.8%	Down from 1.6%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.3%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	71.4%	Up from 63.0%	48.0%	51.4%
Continuing contract teachers	85.7%	Down from 92.6%	79.5%	87.5%
Highly qualified teachers**	92.3%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	7.7%		3.6%	0.0%
Teachers returning from previous year	89.8%	Down from 92.4%	82.2%	86.7%
Teacher attendance rate	95.3%	No change	94.8%	94.9%
Average teacher salary	\$45,051	Down 0.5%	\$39,001	\$40,760
Prof. development days/teacher	25.1 days	Up from 15.0 days	13.4 days	12.4 days

School				
Principal's years at school	10.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	11.5 to 1	Down from 16.3 to 1	17.1 to 1	18.9 to 1
Prime instructional time	88.2%	No change	89.0%	90.0%
Dollars spent per pupil*	\$10,480	Up 13.0%	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	60.2%	Down from 61.5%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 91.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.8%	92.0%
Highly qualified teachers in high poverty schools**	89.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mary H. Wright Elementary, an inner city school, serves approximately 300 students from pre-kindergarten through sixth grade. One hundred percent of the students received free or reduced-price meals. The school operates on a modified calendar which provides students with continuous learning and timely remediation.

We are fortunate and grateful to have many individuals and partnerships that assist us in our improvement efforts. In 2002-2003, for the first time in the school's history, our absolute rating on PACT was average. Our improvement rating of "Excellent" yielded the school the Palmetto Gold Award for academic achievement.

Our continuous involvement in state and federal initiatives, which focus on teacher efficacy and student achievement, has played a key role in our improvement. These experiences provided us with opportunities to participate in focused study groups designed to improve teacher skills and instructional strategies. These on-going study groups were facilitated and supervised by on-site instructional specialists. All faculty and staff participated in sessions that focused on early literacy, family literacy, and best practice strategies.

Our success can be compared to the construction of a building. The foundation consists of building blocks, strategically placed to form a strong, firm base on which the entire building must rest. The displacement of any one block can be detrimental, thus causing the entire building to collapse. So it is with a firm educational foundation: when the right combination of programs and practices are implemented and proven to be successful, that combination should remain intact for as long as sufficient progress is maintained.

Barbara Whitney, Principal

Wanda Cheeks, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	0	0
Percent satisfied with learning environment	97.1%	FORMS	FORMS
Percent satisfied with social and physical environment	100.0%	LOST IN	LOST IN
Percent satisfied with home-school relations	34.3%	SHIPMENT	SHIPMENT

*Only students at the highest elementary school grade level at this school and their parents were included.